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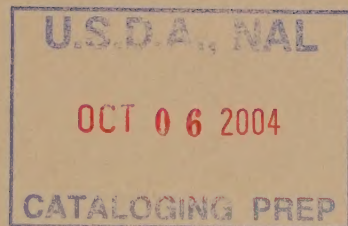
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OUTDOOR PATTERNS FOR PEOPLE • FOREST SERVICE • USDA

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OUTDOOR PATTERNS FOR PEOPLE • FOREST SERVICE



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OUTDOOR PATTERNS FOR PEOPLE

A National Plan for Interpreting our Environment

I. Prologue

From the ebb and flow of the sea to the ups and downs of earning a living, patterns are an irrefutable part of our lives. Many of these patterns evoke pleasant responses--the growth of the child to the fulfillment of his adult role in society; the progress and change in our living standards. Many of these patterns--from mathematical formulae to the organization of our laws and government--are vital blueprints for conducting our lives in an orderly, meaningful manner. But, for every pleasing and useful pattern exists a counter pattern--patterns of fear, hate, violence, and the oft-repeated patterns of misuse and abuse of resources.

Generally speaking, no man has purposefully developed these counter patterns in the manner that man has consciously sought to discover the laws of the universe or to develop systems of theology, education, and philosophy. Nevertheless, it is, inevitably, these unintended, detrimental patterns which seem to take root most quickly, which subsequently undermine our faith, and which are the hardest to eradicate. So, today, as a result of the unbridled and rapid development of our economy and technology, the citizens of the United States find themselves plagued with controversial and contradictory patterns woven from social protest, cries of hunger, urban claustrophobia, and disenchanting youth.

The ruts of hate, greed, poverty, pollution, congestion, and apathy are thus the critical issues this Nation must face. To uproot and rout them is no easy feat, but there are ways, and we in the Forest Service, U.S. Department of Agriculture, believe we've found one of them. Our way is based on certain assumptions, illustrated in the following examples:

(1) People don't like to remain perpetually bound by the steel and concrete corridors of our cities or by the "rush-to-work-rush-to-home" syndrome of the suburbs. While many prefer inner city to suburbia and suburbia to small town, USA, give them the chance and the means to get away, for a while at least, and they will.

(2) Present generations (both rural and urban) don't generally intend disrespect and disregard for human and natural resources. However, raised in a luxury of living standards never before achieved in any nation of the world, the majority have forgotten or, worse, have never known the value of natural resources. On the other hand, far too many of our citizens have been raised in hostile environments of crime, disease, and poverty, where the basic dignities and rights due all men have been denied them. Worst of all, they have been forced into environments which, for the most part, they had no role or choice in creating. That these people would feel no responsibility for their environments is no wonder. But give them and their more affluent counterparts a chance and the means to understand their own environments and to learn their responsibilities in them, and they will.

This premise then is the basis of our plan: Give people a chance; provide them the means; and they will change the unpleasant patterns themselves.

A chance and the means for what?

The Forest Service is guardian of one of the most valuable resources available for improving and changing some of the undesirable patterns of public thought and action regarding environmental quality. The 154 National Forests of unmatched scenery, recreation and interpretive opportunities, and natural resources offer the ultimate in a natural, quality environment. Within the quiet and solitude of the forest environs, a man may come to know himself and his world a little better and to learn the wisdom of protection and compatible uses of natural resources. Therefore, we who manage these quality environments are obligated to manage, use, and share these resources so that all men may benefit from them.

The OUTDOOR PATTERNS FOR PEOPLE program has evolved to meet this responsibility. Designed to utilize the full resources of the Forest Service in helping solve our environmental problems, it acknowledges a sixth, most vital resource with which we must now work--the human resource. While the Forest Service was established to protect and improve the quality of natural resources, it has long been a people-oriented agency. Through years of participation and leadership in such programs as the Civilian Conservation Corps, Job Corps, and Man-power and Youth training, the Service has amassed the knowledge, skills, and experience essential to dealing with the complex matter of man's relationship to his environment. Now, as never before, the Forest

Service possesses the expertise and capability of developing an innovative program to meet our nation's environmental problems.

OUTDOOR PATTERNS FOR PEOPLE is a challenging endeavor to meet a challenging responsibility. More importantly, it represents the Forest Service's deep commitment to help fulfill a great need--improvement of the quality of our human as well as natural environment.



II. Objectives

Unlike many of its bureau-born predecessors, OUTDOOR PATTERNS FOR PEOPLE is people oriented. This program transcends mere bureaucratic self-interest by seeking to serve the greatest public good through the best possible means. Its ultimate goals are ideal, abstract, long range. Only years of effort will produce measurable results from this program, for we are dealing with people first, land and facilities second. Only by aiming the sights of this program extremely high will we succeed in accomplishing more immediately practical goals. And only by reaching for the ideal can the OUTDOOR PATTERNS FOR PEOPLE program perform a lasting and meaningful contribution to American society.

Ultimate Aims:

1. To enable individuals to change and create their own patterns of life, thought, value systems, and character development from negative, apathetic ones to positive, active ones, and thereby
2. To effect the change of certain basic social attitudes, opinions, and habits (of home, environment, institutions, etc.) currently held by large segments of the American public, which exert a negative influence on our society by encouraging misuse of human and natural resources.

Secondary Aims:

1. To give the individual the opportunity to better know himself and his world through experiences in the outdoors.
2. To give the individual the opportunity to experience the best possible natural environment through work, study, play, and living, so that he (a) gains an appreciation of natural resources and a top-quality environment, (b) understands the interaction of the various elements which compose the total environment, (c) learns man's effect upon his

environment, and (d) discovers his role in his own environment.

3. To spark the curiosity and interest of the individual in his particular environment (whether urban or rural) and in controlling it.

4. To motivate the individual to work for positive change in his often less-than-adequate environment and to work to conserve and use wisely natural resources.

Tertiary Aims:

1. To reach and to meet the needs of as many segments and strata of society as possible, especially those for whom outdoor learning and recreation have previously been inaccessible.

Quaternary Aims:

1. To train adequate leadership for teaching from an environmental education approach and for conducting meaningful outdoor experiences.

a. To gain interest and commitment of leaders of social, youth, welfare, recreation, and educational programs and organizations to utilize an environmental approach to their programs.

b. To ascertain from community grass-roots leadership the specific needs for such a program and the specific types of social, educational, or recreational problems to which this program can address itself.

c. To utilize local initiative as much as possible in directing the outdoor experiences.

d. To train local leaders to conduct their own programs.

2. To provide technical services to leaders:

a. To offer "custom" programming for each group's environmental experience to meet their specific needs.

b. To train and maintain a core staff to provide such "custom"

planning, liaison, and on-the-ground help and instruction.

c. To provide leaders the professional services of all Forest Service disciplines in preparing meaningful environmental experiences.

3. To provide and maintain on-the-ground facilities in specially-designated OUTDOOR PATTERNS FOR PEOPLE areas.

a. To provide training sites suitable to expressed needs.

b. To provide activity areas with model interpretation.

c. To provide special-use facilities such as touch-and-see trails and trails with low grades.

d. To provide a unique natural environment in which to conduct meaningful outdoor experiences.

4. To prepare or produce with others needed instructional, interpretative, and recreational materials.

a. To provide a central clearing house for the best materials available on environmental interpretation and education from organizations, schools, colleges, publishers, and other agencies.

b. To encourage research into the complex problems and opportunities of environmental interpretation and education.

5. To maintain cooperative arrangements with all social, educational, recreational, and natural resource agencies to develop the necessary quality programs and facilities.

a. To obtain the interest of higher education, especially those institutions with environmental education programs of study and instructional resource centers, to aid in local environmental education programs.

6. To vigorously promote the OUTDOOR PATTERNS FOR PEOPLE program through (a) key national, state and local contacts and (b) mixed media.



III. Plan Concept

The social implications of the objectives of this plan make it obvious that we must serve as many segments of the population as possible. Our efforts must be geared not only to urbanites but to rural residents as well, not only to low-income families but also to the affluent. And we must reach out to the handicapped, elderly, colleges and schools, and youth groups.

To meet the needs of these groups in better understanding their environment and enjoying quality outdoor recreation, the core of this plan is based upon a flexibility of approach. OUTDOOR PATTERNS FOR PEOPLE is itself a pattern composed of three independent, yet integral, elements: Environmental Education, Interpretation, and Outdoor Recreation. Each element is a pattern in itself, yet the execution of one does not preclude the execution of the others--that is, each element may operate independently or concurrently. Through such a flexible approach, we can thus reach all types of participants as individuals or groups. It should be pointed out that we should not try to serve all kinds of groups all at once. Initially we must concentrate on those segments which have the greatest and most immediate needs. Diffusion of our efforts would lead to poor quality of services and facilities and a "watered-down" program. Furthermore, we should not necessarily segregate various groups from each other. The elderly can learn through experiences with the young just as the underprivileged can benefit from interaction with the more affluent.

The emphasis of this plan and our OUTDOOR PATTERNS FOR PEOPLE efforts is communication with leaders, organizations, and the general public to promote acceptance and use of the exceptional experiences

that can be provided by our program. Furthermore, through cooperative efforts and projects we can reach many more segments of society and provide for more facilities and services than we could provide alone.



IV. Environmental Education

Current programs in conservation are primarily oriented to the basic natural resources. Likewise, most programs are directed to the problems and needs of these resources. But citizens are being asked today to make far-reaching decisions affecting their environment, and particularly community environmental problems. Furthermore, these decisions may involve urban as well as rural settings and man-made as well as natural features. There is, therefore, a need for a new approach to help our citizens become knowledgeable of the problems that affect their total environment and to teach them to contribute effectively to the solution of these problems.

This new approach is Environmental Education. The University of Michigan, Department of Resource Planning and Conservation, School of Natural Resources, has perhaps developed one of the most comprehensive definitions of this approach:

Environmental Education is aimed at producing a citizenry that is knowledgeable concerning problems that affect our physical environment, is aware of how to be effective in helping to solve these problems, and is motivated to work toward their solution.

This definition of Environmental Education leads us logically to an emphasis, in our OUTDOOR PATTERNS FOR PEOPLE program, upon the most effective means of producing this knowledgeable, aware, motivated citizenry.

Leadership Training

Since we cannot hope to serve directly the increasing numbers of students in our educational institutions and organizations, we must work first with those who can be more easily reached and those who can reach large numbers--their leaders.

There presently exists a great need to educate leaders of youth and adults to the vast opportunities which an environmental education approach can provide in their programs. Few teachers, counselors, social workers, or group sponsors understand, or even conceive, their own roles in their environment. Even fewer recognize their responsibilities to use and contribute to an environmental approach in their programs. And those who do recognize this responsibility often lack the training and skills to accomplish it. These leaders must first learn their own roles in their environment and then be motivated to impart this knowledge to the groups with which they work. To this task we address a major phase of OUTDOOR PATTERNS FOR PEOPLE.

The Forest Service can make a significant contribution to Environmental Education by establishing Instructional Resource Centers on National Forest lands near urban areas. The concept of such centers has been used with great success by others. For example, the State University of New York College at Oneonta, New York, has a \$2.5 million Instructional Resource Center for teaching basic economics, and they are exploring other fields. They estimate that they make available top-calibre educators, economists, and teaching materials to approximately 900 teachers in training on an individual basis each year. Although such facilities on National Forests might not be as extensive, the concept is applicable. Furthermore, this concept has not yet been applied to Environmental Education, and the Forest Service would be providing a "first."

Instructional Resource Centers

Instructional Resource Centers would serve as training sites for workers with inner city youth, the handicapped, and the elderly, teachers,

counselors, and recreation leaders. Here they could find the best available materials on natural resources and man's role in his environment. They would receive quality instruction in conducting outdoor experiences and in interpreting the total environment to the groups with which they work. Later, when these leaders return to the forests with their groups, the Centers could serve as the starting point or nucleus of the group's experience.

To accomplish the multiple aims which we have recognized, the Instructional Resource Center must provide both extensive and specialized activities. The Center will serve as the cornerstone of our OUTDOOR PATTERNS FOR PEOPLE efforts, for primarily through its activities we will reach out to those groups whose needs have not been met in the past. In order to serve these groups the scope of the Center's activities and functions should embrace the following objectives:

1. Provide customized training and service to groups to meet their specific planning and program needs in environmental education.

Such customized service would not be limited to training teachers to conduct outdoor experiences. It would also serve to train those urban leaders who see no immediate hope for getting their groups onto the forest land proper. This customized approach is the only method by which the environmental education phase of OUTDOOR PATTERNS FOR PEOPLE can operate successfully. From past experience, educators and conservationists know that training and services provided to leaders of the handicapped, for example, are not very relevant for leaders of inner city and ghetto youth. We cannot, therefore, develop one form and type of training and still expect the PATTERNS* program to achieve results. We must be able to specialize and adapt our techniques to each group that wishes to become involved in OUTDOOR PATTERNS FOR PEOPLE.

2. Make available National Forest technicians to assist leaders with personal service, field demonstrations, and field trips.
3. Provide and maintain high quality on-the-ground training sites and activity areas with model interpretation.
4. Provide environmental education and interpretation training workshops for Forest Service and other natural resource agencies' personnel.

*For the sake of brevity and readability, the term PATTERNS will often be used rather than the full program title.

5. Cooperate with and assist those social, educational, recreational, and natural resource agencies interested in developing quality environmental education programs and facilities both on National Forests and in their local communities.
6. Maintain a clearinghouse for the best environmental education-related materials available from organizations, schools, colleges, publishers, the Forest Service, and other agencies.
7. Prepare or produce within the Forest Service and with others needed educational, interpretive, and training materials.
8. Encourage research by schools, colleges, organizations, individuals, and the Forest Service into the complex problems and opportunities of environmental interpretation and education.
9. Obtain the interest and support of higher education, especially those institutions with environmental education programs of study and instructional resource centers, (a) to aid local communities in developing and operating environmental education programs, (b) to lend assistance to the OUTDOOR PATTERNS FOR PEOPLE program, and (c) to grant academic credit to teachers and students who train at an Instructional Resource Center and who are simultaneously enrolled in a degree program at a cooperating educational institution.
10. Coordinate closely with Forest Service Divisions of Research and State and Private Forestry and the Pinchot Institute to assure their extensive involvement in OUTDOOR PATTERNS FOR PEOPLE.
11. Serve as the primary headquarters for making personal contacts and utilizing every available media to communicate the PATTERNS program to the nearby public (within an approximate 100-mile radius of a designated PATTERNS area). This may include field representatives who would maintain liaison with metropolitan and smaller urban centers, commercial and educational television, and mobile units which could be scheduled for display at urban schoolgrounds, parks, recreation areas, social centers, shopping centers, Post Offices, Federal Service Centers, and sites of educational meetings.

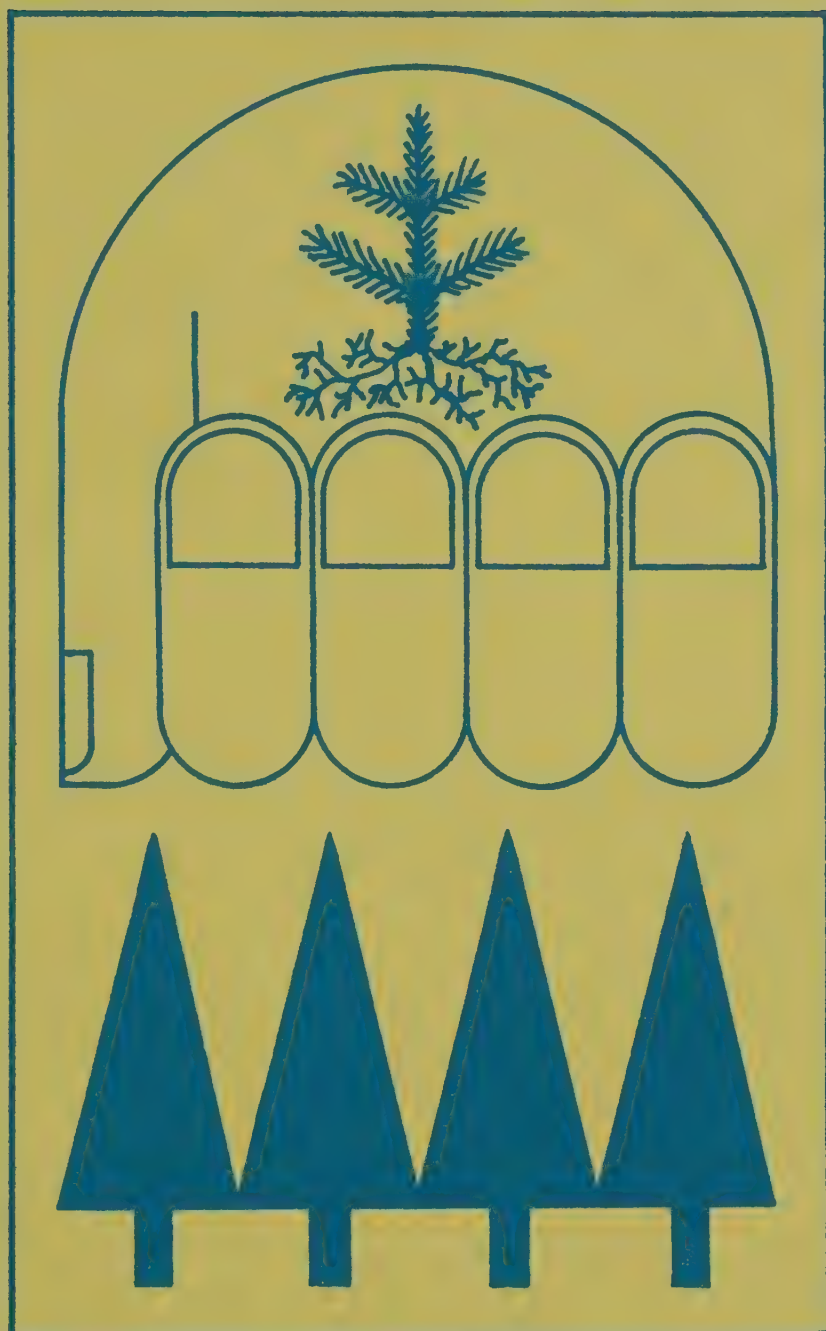
The recommendation for establishing Instructional Resource Centers does not suggest that the Forest Service necessarily construct and finance these facilities. The present trend in Federal and other institutional thinking is enthusiastically in favor of environment-related programs. The time is ripe for inter-agency and/or private-governmental cooperation in establishing an environmental program of national scope. It is, therefore, reasonable to assume that such a facility as an Instructional

Resource Center might be more feasibly built by some organization other than the Forest Service. In this case, the Forest Service, depending on the cooperative arrangements, would provide the core staff, support services, technical assistance, motivation, and coordination for the Centers.

It should also be pointed out that this proposal does not intend development of elaborate full-fledged Instructional Resource Centers on each National Forest which institutes the PATTERNS program. The first Instructional Resource Center will, of course, become the model for the operation of others. And because this Center will no doubt be called on for consultation and providing information and materials to future Centers, it will probably be the most developed of any. Each succeeding Center should not attempt to duplicate all of the services and facilities of the mother facility. Rather, future Centers should develop their own individual and characteristic programs and services geared to the specific needs of the people to be served in the surrounding areas. The need for these Centers and the extent of cooperation the PATTERNS program receives will determine the number and degree of development of other Instructional Resource Centers within any Region. Where the PATTERNS program is adopted and modified on a smaller scale for those forests near smaller urban areas, existing facilities such as lodges, Visitor Centers, or large Information Stations would serve effectively as Instructional Resource Centers.

Wherever Resource Centers are built and whoever builds them, the key to their success is the Center Director. The position will call for knowledge of administration, education, public relations, interpretation, sociology, and urban affairs. The Director must, therefore, be of

dynamic and outstanding character, ability, and versatility. Unless the Director, supported by a resourceful, well-qualified core staff, can assume these duties, the Environmental Education phase of the PATTERNS program will fall short of its goals.



V. Interpretation

In his widely acclaimed and accepted book, *INTERPRETING OUR HERITAGE*, Freeman Tilden has defined Interpretation as "An educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information." For the interpreter he offers two brief concepts of interpretation: "Interpretation is the revelation of a larger truth that lies beyond any statement of fact," and "should capitalize mere curiosity for the enrichment of the human mind and spirit."

In support of his philosophy of Interpretation, Mr. Tilden says there is "no finality, no limitation." He adds that "We are clearly engaged in a new kind of group education based upon a systematic kind of preservation and use of national cultural resources. The scope of this activity has no counterpart in older nations or other times."

With Mr. Tilden's words firmly in mind, the Forest Service, through its Visitor Information Service, can enrich the experiences of those who will participate in *OUTDOOR PATTERNS FOR PEOPLE* in unlimited ways.

The role of Interpretation in the *PATTERNS* program is, thus, an integral one. While the Interpretative phase can operate as an independent element, it will, of necessity, be a vital element in our Environmental Education and Outdoor Recreation efforts as well. To impart facts to teachers and leaders is not enough. These facts must be interpreted for leaders in training who must, in turn, learn to interpret facts and ideas for the groups which they direct. Thus, it is not enough to provide interpretative facilities; we must also provide good interpretative training.

Interpretive Planning

After a PATTERNS site has been surveyed and selected for a specific National Forest, the Regional VIS Officer will develop with the Forest VIS Officer an interpretive plan for the designated area. This plan must be closely coordinated with the Environmental Education and Outdoor Recreation plans for the area, for the interpretive plan will assume a major role in the actual operation of the educational phase and will also determine to a large extent the type of recreational facilities to be developed on the site. The Regional Interpretive Plan for a prospective PATTERNS site should also include the designing and development of interpretive facilities suitable for both special interest groups and the general public. Most importantly, the Interpretive Plan must represent a creative, fresh approach to interpreting environment.

The effective Interpretive Plan must be consciously designed to fulfill the overall PATTERNS objectives. It must reflect that we want individuals to experience the best possible environment, to learn their relationship to their environment, and to motivate them to improve their environment. To accomplish this we must go beyond our present interpretive activities to reach those we have not been serving. One such possible activity is Main Street, an interpretive trail which relates the natural environment of the forest to the urban environment. Interpretive stops or stations along the trail (also to be used as teaching stations) could demonstrate such common concepts and understandings as:

1. Congestion: Dense stand of trees with portion thinned; by thinning, remaining trees are thriftier and more healthy.
2. Sound: A quiet listening point with pleasant sounds of birds, wind, etc.
3. Natural Beauty: A beautiful vista or overlook, an area of wildflowers, etc.

4. Social Relationship: An ecological area where several different plants are living with each other.
5. Community Life: A typical forest ecosystem where the multitude of elements that make up the natural community can be related to the human environment and be shown through such different facilities as:
 - a. Observation tunnels--underground or under lakes or streams.
 - b. Stream profile chamber.
 - c. Narrow trail through dense, difficult area of rocks, tall plants, etc., leading to a wide, attractive area.
 - d. Woodpecker apartment house, nesting trees, den trees, wood duck nesting boxes.
 - e. Ant Hills.
 - f. Turtle Ponds--enclosed area for box turtles.
 - g. Hollow logs--sections of logs stacked on end.
 - h. Grapevine swing.
6. Clean Water: A clean, clear brook or stream with a do-it-yourself demonstration of testing the quality of water or a stream which appears clean but is actually found on investigation to be polluted.
7. Clean Air: Device along trail to test quality of air with do-it-yourself system of interjecting a pollutant. Plot of trees sprayed with exhaust fumes to show the effect of pollutants on trees.
8. Materials for Living: (buildings, streets, sidewalks, benches, newspapers) Logs cut into different lumber, exhibits of plywood, metals, and products they come from. Rocks cut into dimension stone. Sand and gravel used in making glass and cement. Do-it-yourself paper-making demonstration.

These are only a few aspects of the interpretive possibilities for such a trail. In addition, trail development might include message repeaters, trail labels, and guidebooks and brochures specifically developed to meet the various needs of the diverse groups that will use the trail.

Relating the forest environment to the urban environment should be an element in any PATTERNS area. However, this need not be restricted to highly-developed trails. A skilled interpreter could utilize other media, such as models or audio-visual presentations, to impart the same message just as well.

Other interpretive opportunities which might be explored are listed below. These ideas are presented not as specific recommendations but as illustrations of the possible creative approaches in developing interpretive facilities on PATTERNS sites.

1. Portable tape recorders carried by visitors with pre-recorded messages or to record their own experiences.
2. Portable two-way radios carried by group leader or individuals to call in to naturalists to ask questions.
3. A question-and-answer tree on a trail where visitors could push a button and ask naturalists questions.
4. For use by leaders and school groups, weatherproof activity boxes completely equipped with activity or work books, scientific equipment, tools, and other supplies to do activities at selected sites.
5. Discovery trails: trees, flowers, plants, birds, rocks and minerals, insects, etc.
6. Photography trails where particularly scenic walks with outstanding photographic sites are marked.
7. Artist's trails: might be a photography trail or a separate trail, but would accommodate setting up of easels, etc.
8. Revolving observation towers equipped with elevators, escalators, or ramps to accommodate wheelchair visitors and others with similar handicaps, as well as those who are not handicapped. This would provide an excellent medium for studying nocturnal life in the forest, i.e., stars, nocturnal birds and mammals.
9. Touch-hear-smell trails and areas for visually handicapped.*
10. Touch-see-smell trails and areas for deaf.*
11. Conducted tours using electric-power trackless train or mini-bus for mentally retarded, physically handicapped or elderly (combination walk and ride arrangements for other visitors).
12. Large model of a leaf where photosynthesis could be observed (located in or immediately adjacent to Resource or Visitor Centers).
13. Large walk-in exhibit of a tree where visitors could observe how a tree grows (located in or immediately adjacent to Resource or Visitor Centers).

*Such trails should not exclude normal usage or be designated for special groups only. Rather, trails should be listed as to degree of difficulty in walking, i.e., easy, moderate, difficult.

14. Reconstructed pioneer farm and sawmill.
15. Operating modern farm and sawmill.
16. Handicraft instructional programs.
17. Housewives' trail pointing out how [and what] women through the ages have used forest products in their homemaking.
18. Homeowners trail interpreting the resources of a forest which contribute to the construction of a home.
19. Glass-bottom interpretive cruise boats.
20. An interpretive demonstration or exhibit of a typical inner-city street where an interpretive naturalist could relate to environmental problems and where interpretation can and should take place. If a trail such as the suggested Main Street were built, this demonstration area would be a logical introduction or climax experience to the trail for urban or rural residents.

Most of the foregoing examples depart radically from standard interpretive efforts, but they exemplify the creative interpretation needed to meet the demands of our changing environment. However, these facilities must be in good taste and compatible with the forest environment or they become mere gimmicks which defeat our purposes.

In addition to providing innovative interpretive facilities, the Interpretive Plan for a PATTERNS area should also provide for other such opportunities as:

1. Planning, testing, development and evaluation of interpretive facilities and services by the Forest Service and others.
2. Conducting field training for Forest Service and other agency personnel and interested persons from State and private organizations.
3. Interesting, model demonstrations to show dignitaries, civic and community leaders, and foreign and other special guests.

Interpretive Personnel

As with the Environmental Education phase of this plan, the Interpretation phase will also succeed in achieving its aims and objectives only by having the highest quality facilities and personnel. No facility

or program should be undertaken or developed unless such standards of excellence can be maintained.

Initially, a resident interpretive naturalist will be needed to implement the Interpretive Plan. Later it may be necessary to add full-time naturalists, but this will depend upon the scope of each PATTERNS program and the use of participating groups' own leaders. Seasonal or part-time naturalists will no doubt be needed for peak periods of leadership training and public visitation and inner-city citizens, college students, and teachers should be given special consideration for these seasonal positions.

The interpretive naturalists chosen to work in PATTERNS programs must possess the highest professional capabilities. Because the PATTERNS program will emphasize special interest groups rarely reached in our present interpretive programs, the PATTERNS interpreter must know more than is generally required of the forest naturalist. He must have an in-depth understanding of inner-city residents, the handicapped, students, and teenagers as well as adults, and a knowledge of the environments from which these people come. He must be more urban than rural oriented. A knowledge of the rhetoric of these special interest groups and their problems will not be enough; the PATTERNS interpreter must know the people and their problems and be able to communicate his knowledge and understanding effectively.



VI. Outdoor Recreation

It has long been recognized that a well-planned recreation program can benefit an individual's mental and emotional health, his intellectual and character development, and his social adjustment. By the nature of its objectives, OUTDOOR PATTERNS FOR PEOPLE must seek to extend these benefits to those special groups it hopes to serve, such groups as inner-city youths, senior citizens, and the handicapped who have long been denied opportunities for outdoor recreation. Thus, one challenge of the PATTERNS program is to provide unique recreational facilities and opportunities suitable for these groups and yet for the general public as well.

Our existing Recreation program on the National Forests can provide the recreational facilities and services needed within PATTERNS areas. At the same time, these facilities can serve as exemplary models of recreational developments for professionals to observe and the public to enjoy. Following the Regional Planning Team's survey, the Regional Recreation Officer or Planner should prepare a Recreation Plan for the designated PATTERNS area. This plan, coordinated with the interpretive and educational phases, must enhance the forest environment as well as meet the needs and interests of the primary groups who will use this area. It should be pointed out that all recreation efforts associated with a PATTERNS experience obviously cannot be concentrated in a specific area. Overuse and destruction of the surrounding environment would soon result. Rather, recreation in the PATTERNS area should offer unique opportunities not elsewhere available in the forest, for the PATTERNS area should serve only as a starting point. Eventually, it is hoped that groups would fan out into other areas of the forest to utilize any suitable existing facilities.

While many educational and interpretive activities may be considered as recreational in nature, a strong need exists for distinct recreational facilities which offer the individual a chance to have fun in the outdoors. The following kinds of facilities and services capture the essence of the PATTERNS concept of recreation and are strongly recommended to appeal to the special groups we need to serve:

1. Permanent, winterized camps for leaders participating in the environmental education phase, and for teenagers, youth groups, other organizations, and church groups.
2. Demonstrations of outstanding examples of quality innovative outdoor recreation facilities. This would include the efforts of our best architects, landscape architects, engineers, and recreation planners. These examples can be used to assist others involved in outdoor recreation and to assist the implementation of the Environmental Education phase of this plan.
3. Training programs for outdoor recreation leaders, counselors, etc., developed in cooperation with the American Camping Association, YMCA, YWCA, and other groups interested in outdoor recreation.
4. Special use areas and facilities such as shelters, restrooms, trails, etc. for special-interest groups, particularly mentally and physically handicapped, aged, teenagers, and the underprivileged.
5. Recreation Research by the Forest Service on the ways the forests and parks and those who use and manage them can make greater contributions toward some of the more serious problems in our society today--particularly the social problems of the inner city and rural slums as related to recreation.
6. Outstanding Facilities and Services:
 - a. Wilderness-type camps for organized group tent camping.
 - b. Bicycle trails.
 - c. Horseback trails.
 - d. Hiking trails with shelters.
 - e. Snow fun areas designed for sleds, disks, toboggans, ice skating, beginner skiers, etc. Facilities: warming houses, shelters, restrooms, water fountain, first-aid, etc.
 - f. Swimming facilities for groups. Facilities: lakes or swimming pools with change houses, restrooms, water fountains, picnic facilities nearby.

g. Water fun areas for wading, children's fishing, paddle boats, sand beach play, etc. Full facilities nearby.

h. Large open-space group play areas designed for group and team sports and other activities such as softball, volley ball. Facilities: playground equipment, restrooms, water fountains, shelters, picnic units, first-aid, etc. nearby.

i. Fishing lakes or ponds developed for individuals, families and groups, easy access, well stocked, row boats.

j. Boating lakes developed for speed boats, water skiing. Facilities: boat ramps and docks, restrooms, water fountains, shelters, picnic units, first-aid, etc.

k. Waterfowl observation shelters and blinds.

l. Wildlife observation towers and blinds.

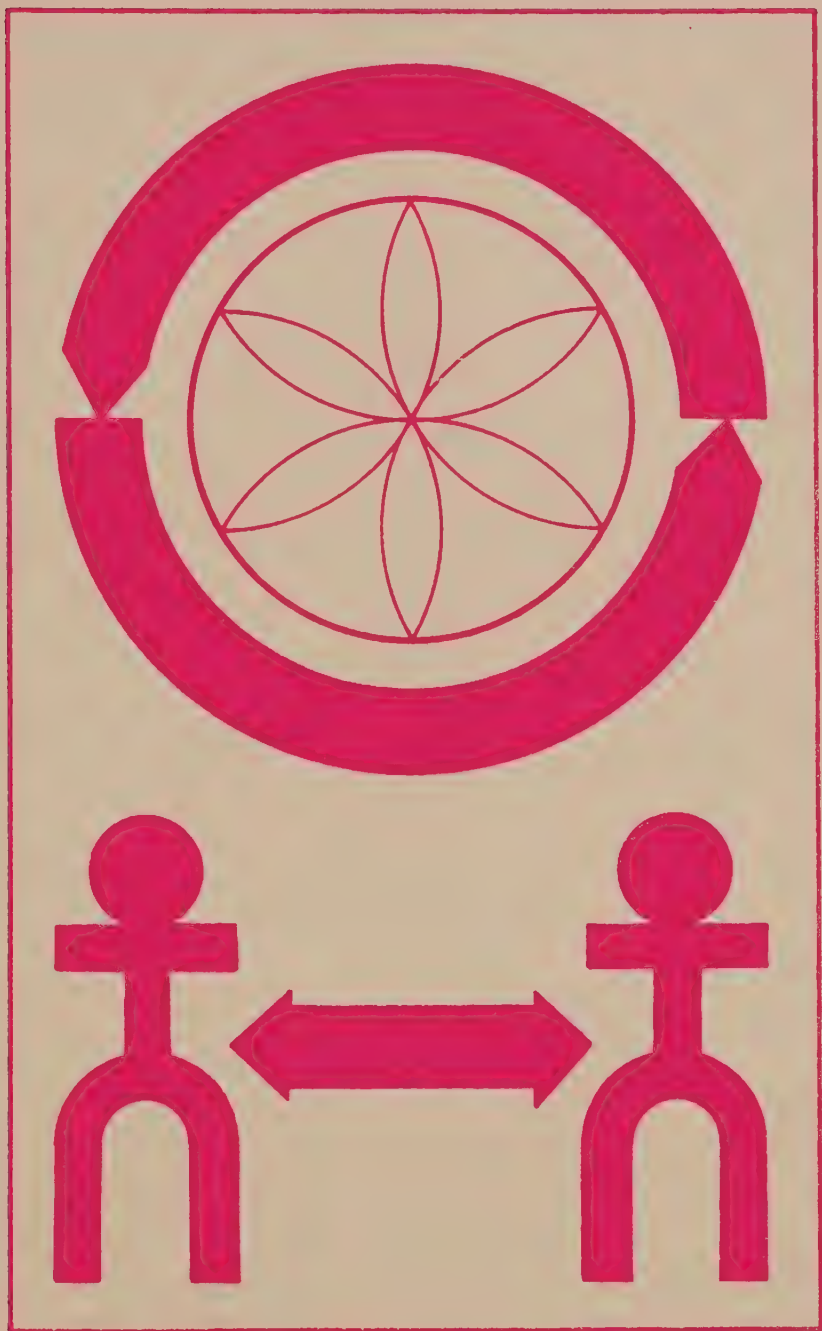
(Special consideration should be given to accommodating the handicapped and elderly in each of these activities and facilities.)

The recreational opportunities recommended above call for developing extensive recreational facilities in the PATTERNS areas far beyond our normal development plans. While the basic forms of recreation such as camping, skiing, hiking, and canoeing have been adequate for thousands of National Forest visitors, these forms are not appealing to those who do not relish the idea of "roughing it" or suitable to those who are incapable of participating in such activities. Furthermore, ours is a society far removed from its agrarian heritage, a society where many individuals are not prepared to initiate purely rugged outdoor recreational activities. Our affluent standard of living and the burgeoning progress of technology have led the public away from the land, yet toward demanding services and facilities of the land that they never even expected before. In lieu of this, the Forest Service must begin to offer opportunities for recreational pursuits in line with public expectation and need not now being served.

Certainly we do not want and cannot bring all Americans to the National Forests; the land obviously could not withstand the stress. And we cannot afford and should not provide intensive, highly-developed recreational facilities on every National Forest. We must continue to provide the traditional forest recreational opportunities for those who need and prefer them. We can, however, provide highly-developed facilities in those areas chosen for PATTERNS programs. What is more, we must provide these kinds of facilities if we are to help the groups we serve to have the most meaningful experiences possible in their forest visits.

For the most part inner city youth, the elderly, and the handicapped have had little previous experience in the outdoors. They are not generally oriented to "nature in the raw" and usually do not know what to do when placed in a wholly natural environment. For these groups, enjoying a nature walk or a hike through the forest or a camping experience will be the final step, not the first, in their forest experience, and much of this must be backstopped with interpretation and guidance. To serve them well, we must develop facilities which cater to their particular needs and expectations, facilities which will help them develop their leisure-time skills to the point that they can enjoy the simpler recreational experiences without highly-developed facilities.

The PATTERNS program calls for us to reach beyond our present emphasis in recreation. It is an excellent opportunity for the Forest Service to further develop its recreation capabilities, to experiment, to shape new programs, to innovate, and thereby to establish new standards for public recreation.



VII. Communications

Perhaps the single most important element necessary to the PATTERNS program is an in-depth understanding of and constant communication with those we select to serve. We must maintain a vigorous position in contacting individuals, groups, institutions, organizations, and agencies that can advise, assist, and expand the mutual aims and objectives of this program. Through our activities in Information, Education, Visitor Information Service, Recreation, State and Private Forestry, Research, and Manpower and Youth Conservation, we have established many good external contacts and working relations. These need to continue and be constantly expanded to assure good, dynamic working relationships. In addition, we must actively communicate with other groups serving various segments of our society which could benefit from a partnership in OUTDOOR PATTERNS FOR PEOPLE.

Types of Cooperation

The list below identifies those kinds of groups with which the PATTERNS program must work. (A partial listing of specific national organizations which might be contacted is found at the end of this section.)

- * Public school systems--administrators responsible for instruction, instructional centers, curriculum, special education and teacher training.
- * Colleges and universities--Faculty members whose Departments are engaged in teacher training, environmental education, instructional centers, interpretation, park management, recreation, social welfare, health, physical education, earth sciences, urban and rural planning, political science, landscape architecture, architecture, and natural resources. Particular attention should be given to land-grant colleges with Cooperative Extension Services and Forest Service Research facilities.

* Organizations and agencies serving:

Mentally and physically handicapped
 Retirees and the elderly
 Underprivileged
 Youth and teenagers

- * Community civic improvement groups
- * Community park and recreation departments
- * Community social welfare agencies
- * Community business and industrial groups
- * Federal and State government agencies dealing with the above groups

Intra-agency Cooperation

Communication and promotion of the PATTERNS program with these groups will require the total commitment of the Forest Service. Each of our major areas of responsibility, National Forest Administration, State and Private Cooperative Forestry, and Research, will have significant contributions and involvements to maintain internally and externally. It is imperative that there be close cooperation and communications within the entire organizational structure. Acclaim for initiating or developing OUTDOOR PATTERNS FOR PEOPLE must be directed to the entire Forest Service and not to any one Division. A dedicated, unified, and aggressive approach to PATTERNS could do much for the public needs we serve and, concurrently, for the image of the Forest Service.

Likewise, the PATTERNS program should receive the recognition and cooperation of other agencies within the Department of Agriculture. The Soil Conservation Service, Agricultural Stabilization and Conservation Service, Economic Research Service, Federal Extension Service, and Rural Community Development Service are among Department agencies which have direct concern with some phases of the PATTERNS program. Their support and contributions should be an integral part of the total PATTERNS program.

Inter-agency Cooperation

The importance of working with other Federal agencies cannot be overemphasized, for on such cooperation hinges much of the viability of the PATTERNS program. The PATTERNS concept acknowledges that the Forest Service has the land, the natural resources, the personnel capability, and the will to use the National Forests in a constructive environmental program. Yet, despite the social implications of its overall objectives, the PATTERNS plan also recognizes that this agency is not empowered to delve too deeply into social problems per se. The Forest Service with its resources and facilities must call on others qualified to help us use these resources in the wisest, most feasible way. Within those agencies empowered to deal with social problems lie talent and knowledge which should be gleaned to make the most of the PATTERNS program.

OUTDOOR PATTERNS FOR PEOPLE is being proposed in a climate of much Federal concern for the quality of our environment. Several government agencies are already moving toward further involvement in environmental problems. A recent Bureau of Outdoor Recreation report calls for establishing a National Environmental Center to be administered by that organization or by Health, Education, and Welfare. The National Park Service has begun its NEED program (National Environmental Education Development) which works in developing curricula for school systems to use the National Parks as outdoor schoolrooms. Certain agencies within the Department of Commerce are being realigned and renamed to reflect their concern for environment-related problems. Efforts by the Forest Service to enlist the aid and assistance of other Federal agencies should, therefore, be well met and received at this time. By creating and coordinating a national pool of talent, resources, and ideas, the Forest Service can do much to enhance

its public image and to emphasize its leadership role as a primary natural resource agency. More importantly, it will, through inter-agency cooperation, add to the dimensions of the PATTERNS program and further assure its success.

Use of the Mass Media

Key contacts and agency cooperation represent only two-thirds of the communications efforts of the PATTERNS program. The mass media must also be used to reach the publics we seek and to provide information services for the various phases of the PATTERNS plan.

The means and media suggested below are listed only to indicate the possibilities to be considered in an effective public relations program. The extent to which we can use these ideas will, necessarily, depend on funding and priorities established. Many of the following can be accomplished at a local level for limited use only. Other methods may be more suitable for national promotional efforts.

Publications: A popular publication explaining in detail the national OUTDOOR PATTERNS FOR PEOPLE program to be made available to anyone who requests information on the plan, especially state, local, educational, and other groups who are interested in participating in the PATTERNS program.

Radio: Spot announcements developed for Public Service Announcements. Weekly programs on current and planned activities in a local PATTERNS area.

Television: Develop with commercial and educational stations live and video-taped programs, activities, and courses of instruction for the general public, special school systems, and other groups.

Motion Pictures: General descriptive program on complete PATTERNS concept. Series of short films on special subjects for use in on-the-ground PATTERNS program.

Audio-Visual Kits: Develop a packet of tapes, film strips, records, overlays, slides, charts, graphs, photographs, models, exhibits, etc. for use by leaders in training and PATTERNS staffs.

Press Kits: Developed in advance for announcement of facilities, programs, and cooperative agreements and for ceremonies and other activities after PATTERNS is in operation.

Package Tours: Developed for different interests and groups upon request.

Information Kits: Developed for leaders, officials, dignitaries, and other visitors to inform them of the PATTERNS program, the location of the designated PATTERNS areas, and any future plans or objectives deemed necessary.

Educational Kits: Developed for leaders in training to include pre-work activities before attending Instructional Resource Center training and programs. Workbooks and activity books for leaders to use at the Instructional Centers. Follow-up material for leaders to use when they return to their groups. Similar kits can be developed for leaders bringing groups or classes to a PATTERNS area. Kits could be developed for special needs of special groups, such as an elderly hobby or crafts club or a group of handicapped children.

Mobile Units: Small trailers or van-type trucks which could be used in both designated PATTERNS areas and in scheduled locations in urban and rural communities for display units, labs, or other purposes.

National Promotional Campaign: Developed by cooperation with practicing ad firms or the advertising council.

Regardless of the promotional means, the PATTERNS existence depends on adequate communication. We must find attractive, appealing ways to get certain groups into the forest and into the PATTERNS program. We cannot realistically expect these groups to come on their own initiative. We must invite them and encourage them to accept the invitation. Only effective communications planning will accomplish this.

National Organizations to Contact in Developing the PATTERNS Program

American Association for the Advancement of Science
 American Association for Conservation Information
 American Association for Health, Physical Education and Recreation
 American Association of School Administrators
 American Camping Association
 American Conservation Association
 American Forestry Association
 American Planning and Civic Association
 American Society of Landscape Architects
 American Water Resources Association
 Association of Conservation Engineers
 Association of Interpretive Naturalists
 Association for Supervision and Curriculum Development
 Boy Scouts of America
 Boys Clubs of America
 Camp Fire Girls
 Chamber of Commerce of the United States
 Citizens Committee on Natural Resources
 Conservation Education Association
 Conservation Foundation
 Daughters of the American Revolution
 Ecological Society of America
 Family Camping Federation
 4-H Clubs
 Future Farmers of America
 Future Homemakers of America
 Garden Club of America
 General Federation of Women's Clubs
 Girl Scouts of United States
 International Association of Game, Fish, and Conservation Commissioners
 Izaak Walton League of America
 Joint Council on Economic Education
 Keep America Beautiful
 League of Women Voters
 National Academy of Science
 National Association of Biology Teachers
 National Association of Elementary School Principals
 National Association of Manufacturers
 National Association of Secondary School Principals
 National Association of Social Workers
 National Association of Soil and Water Conservation Districts
 National Association of State Foresters
 National Association of State Garden Clubs
 National Association of State Outdoor Recreation Liaison Officers
 National Audubon Society
 National Campers and Hikers Association
 National Education Association
 National Parks Association
 National Recreation and Parks Association
 National Recreation Industrial Association
 National Research Council

National Science Teachers Association
 National Wildlife Federation
 National Youth Conference on Natural Beauty and Conservation
 Natural Resources Council
 Nature Conservancy
 Outdoor Education Association
 Outdoor Writers Association
 Resources for the Future
 Sierra Club
 Society of American Foresters
 Society of State Directors of Health, Physical Education, and Recreation
 Sport Fishing Institute
 Water Pollution Control Federation
 Wilderness Society
 Wildlife Management Institute
 Wildlife Society
 Young Men's Christian Association
 Young Women's Christian Association

State Government Agencies:

Natural Resources
 Resource Development
 Health
 Education
 Welfare
 Social Service
 Handicapped
 Aged
 Youth
 Regional Planning and Zoning Commissions

Federal Government Agencies:

Citizens Advisory Committee on Recreation and Natural Beauty
 Department of Agriculture
 Department of Commerce
 Department of Defense
 Department of Health, Education, and Welfare
 Department of Housing and Urban Development
 Department of the Interior
 Department of Transportation
 President's Council and Committee on Recreation and Natural Beauty
 Tennessee Valley Authority
 Water Resources Council



VIII. Implementation of the Plan

Feasibility Studies

Before a PATTERNS program is initiated on any National Forest, a feasibility study is to be conducted. The critical elements of such a study are, first, an extensive study of local needs and interests, and, secondly, the selection of appropriate National Forest areas which most nearly meet these determined needs. These factors must be blended and coordinated into a plan that will produce meaningful, effective results or we will succeed in producing "just another program" rather than another "hallmark of the Forest Service."

Feasibility studies (and eventually the Master Plans) should be developed by a Regional Planning Team consisting of the Assistant Regional Forester for Information and Education (Chairman), Visitor Information Service Coordinator, Conservation Education Coordinator, Recreation representative, Manpower and Youth Conservation representative, Engineering representative, and the appropriate Forest Supervisor. The first stage of their study will be directed to discussions with key community leaders representing schools, colleges, park and recreation departments, social agencies, Urban Leagues, YMCA, YWCA, Council of Churches or individual Church Councils, and organizations for the elderly, handicapped, and others. Prior to these discussions, the Regional Planning Team will, of course, have selected a particular National Forest for its intended study. As a member of the Planning Team, the Supervisor of that Forest will have on hand basic data and a general inventory of existing facilities and services on the Forest. This basic information will have an important use in preliminary discussions with community leaders. After explaining the PATTERNS concept to these leaders, the

Planning Team should carefully gauge their responses and judge their needs. If the response is deemed sufficient to warrant a PATTERNS area, a Project Director should be chosen. He will first serve as the Coordinator for the Regional Planning Team study. Later he will administer and coordinate the PATTERNS program on site. After joining the Planning Team, the Project Director will make in-depth inquiries into the precise needs of the interested groups and the types of programs they would like to see provided. At this point, the Project Director must carefully select the group or groups which have the greatest needs and show the greatest response toward the PATTERNS program. He must insure from the very beginning that Forest Service efforts do not become too diffused and that the PATTERNS plan for his area is a concise, concentrated one, for we can achieve quality only by being extremely selective of the groups and aims which we intend to serve. Once these needs are inventoried, the site selection study should begin. However, no Project Director should be named or feasibility study continued unless there is strong and enthusiastic response from community leaders.

There are many units of the National Forest System near metropolitan areas or rural areas of substantial collective population. But proximity to urban or rural population centers alone is not sufficient justification for a PATTERNS program. There is also a critical need to determine if the proposed areas and sites have existing and potential capabilities and are, therefore, feasible to meet the criteria outlined in the national PATTERNS plan. A logical starting point is to inventory the existing and planned facilities and services in a proposed area serving a radius of approximately 100 miles. Such an inventory would

determine location, availability, access, types of basic resources, kinds of facilities and services, and the relationship of the PATTERNS program to the area's Multiple Use Plan. This study of the area would initiate the close coordination among all functions of the Forest Service which is vital to the PATTERNS program.

On the basis of population, access, and geographical location, the following Forests appear to lend themselves to development of PATTERNS programs. It is recommended that initial feasibility studies be run on these to determine their suitability. Of course, there may be other Forests which are as appropriate as these listed below:

<u>Region</u>	<u>National Forest</u>	<u>Area Served</u>
1	Lolo Helena	Missoula, Montana Helena, Montana
2	Arapaho	Denver, Colorado
3	Coronado Cibola	Tucson, Arizona Albuquerque, N.M.
4	Cache	Ogden, Utah
5	Eldorado or Los Padres Angeles	San Francisco, Calif. Los Angeles, Calif.
6	Snoqualmie Mount Hood	Seattle, Washington Portland, Oregon
8	Ouachita Apalachicola Chattahoochee Francis Marion Pisgah Sam Houston * George Washington	Little Rock, Ark. Tallahassee, Fla. Atlanta, Ga. and Chattanooga, Tenn. Charleston, S.C. Asheville, N.C. Houston, Texas Washington, D.C.
9	Clark Wayne Nicolet Hoosier	St. Louis, Missouri Columbus, Ohio Milwaukee, Wis. Indianapolis, Ind.

* Existing Pilot Project would continue on the basis of this plan.

Upon completion, the feasibility studies will be reviewed by OUTDOOR PATTERNS FOR PEOPLE Coordinator in the Washington Office, Division of Information and Education. Following this review, a conference should be held in the Region between the Washington Office Coordinator and the Regional team to discuss any questions, comments, or recommendations that arise. If the site and preliminary studies prove feasible, the Regional Planning Team will begin developing a Master Plan for the designated area.

Although the PATTERNS program may appear more appropriate for serving large metropolitan cities near National Forests, the needs of smaller communities should not be overlooked in determining whether or not to initiate a PATTERNS program. Because the PATTERNS plan allows for considerable flexibility, the concept can be modified for use by any National Forest in working with local rural or smaller urban communities. In fact, response and enthusiasm from these communities might well be greater than that from some metropolitan groups.

The Master Plan

Developing the Master Plan will also be the responsibility of the Regional Planning Team. In addition to the program data they have from discussions with key community leaders and the site inventory, the Master Plan should include the financial management, personnel or staffing needs, the length of time the Plan will operate, and the inspection and evaluation system. As with feasibility studies, all Master Plans would be reviewed by the Washington Office PATTERNS Coordinator before the Plan is put into operation.

The PATTERNS Master Plans should operate for ten years, being developed in two five-year phases. The first five years should be devoted.

to implementing and developing the program into full operation. The second five-year phase would not be written until adequate evaluation of the first phase has been made. The second phase would then be devoted to expansion or changes of the program. It is hoped that the first PATTERNS Master Plan could be activated by Fiscal Year 1972.

Inspections and Evaluations

Annual inspection will be made of each PATTERNS program by the Regional Planning Team. The PATTERNS Coordinator and other Washington Office inspectors will occasionally inspect for conformity to the Master Plans and the Service-wide objectives. The Regional teams will also, before the end of the first five-year phase of a PATTERNS program, conduct an evaluation of its progress and effectiveness. In addition, each group using the PATTERNS programs and services will be asked to prepare an evaluation of their experiences. These evaluations will help to determine the basis for the second five-year phase of the Master Plan.

Advisory Committees

To keep the Forest Service alert to the changing needs and problems of today's society, each Region should have an OUTDOOR PATTERNS FOR PEOPLE Advisory Committee. This committee would consist of eight to ten citizens--some may be cooperators, but others, not. Committee members might be representatives of business, industry, education, interpretation, recreation, welfare, religious faiths, the handicapped, the elderly, the under-privileged, and others. The key community leaders contacted during the Feasibility Study would be a good source for Advisory Committee members. The annual meetings of the Advisory Committee should be held in the PATTERNS areas.

Review of National Plan

The Washington Office PATTERNS Coordinator will be responsible for reviewing and evaluating the entire OUTDOOR PATTERNS FOR PEOPLE National Plan. The first major review would be made at the end of the first five-year period following the activation of the first PATTERNS program. On the basis of Regional inspections and evaluations and the Project Director's evaluations of their PATTERNS programs, the National Plan's objectives and phases would be critically reviewed.

Personnel

The personnel who work with the PATTERNS program must be exceptional. In addition to professional competency in education, interpretation, and recreation, they must also understand the needs and desires of both urban and rural residents. The Project Director should be a creative administrator with particularly strong abilities in coordination and communications. The Project Director will be assigned to the designated area following his assignment as Coordinator of the Regional team. Initially, he will need an Assistant Director and a resident Interpretive Naturalist to implement the PATTERNS program. It may be possible to utilize in-Service personnel to fill these positions, but if necessary, to get the right personnel we should recruit from other agencies or outside the Federal service.

In the Washington Office there will be need for a Coordinator who would, in addition to the above requirements, be a creative administrator qualified to administer a Service-wide program which could become a national or international model for others to adopt. The balance of the Washington Office staff initially would consist of an Assistant Coordinator and two clerical positions.

To function effectively, the Washington Coordinator's office should be organized as a separate entity. Because the position requires coordination among many Divisions and government agencies, it is felt that this office should not be placed under any one Division. As the program develops, the Coordinator's staff should be augmented by a representative in each Division. Serving as primary liaison for all PATTERNS efforts in his Division, this representative would help insure efficient operations in establishing and running PATTERNS programs and will advise the national PATTERNS Coordinator on directions and policies relating to his Division.

Funding

The financing of the OUTDOOR PATTERNS FOR PEOPLE program would come from two sources--appropriations and cooperator funds. It is recommended that the PATTERNS program be funded as a special program. To attempt to use existing appropriated funds would place an undue burden on the various Divisions participating in the program.

Under terms of cooperative agreements and special-use permits, cooperators could be permitted to construct facilities on National Forest lands that were compatible with the PATTERNS Master Plan. For example, it is possible for educational institutions to receive funds for facilities and programs from the Department of Health, Education, and Welfare under the National Defense Education Act and Higher Education Act, both of 1965. A catalog of Federal Assistance Programs, produced by the Office of Economic Opportunity, lists these and many other assistance programs to further the social and economic progress of the American people. Other State and local agencies can seek these funds or may choose to use their own. Private organizations or groups, using their

own funds, may also wish to develop facilities or services in a PATTERNS area which could be utilized by others with similar needs and interests. It should also not be overlooked that National Forest Interpretive Associations could find their role in the PATTERNS program one of great assistance and to their own personal satisfaction.

To activate the program by Fiscal Year 1972, budget requests for specific PATTERNS programs should be made for Fiscal Year 1971 funding and staffing.



IX. Activating the National Plan

To fully activate the National Plan, the following actions are necessary:

<u>Action</u>	<u>Completion Date</u>
Establish a Washington Office Coordinator and support staff for the PATTERNS program.	July 1, 1970
All Regions form Planning Teams	September 1, 1970
Team participants:	
Assistant Regional Forester for Information and Education (Chairman).	
Regional Visitor Information Service Coordinator	
Regional Conservation Education Coordinator	
Regional Recreation Division Representative	
Regional Manpower and Youth Conservation Division Representative	
Regional Engineering Division Representative	
Appropriate Forest Supervisor	
A Project Director would be added later	
Regional Planning Team complete one PATTERNS Feasibility Study including preliminary cost estimates and submit to Washington Office Coordinator for review.	February 2, 1971
Regional Planning Team complete one PATTERNS Master Plan, and submit to Washington Office Coordinator for review.	January 2, 1972
Activate approved Master Plans.	July 1, 1972

X. Epilogue

OUTDOOR PATTERNS FOR PEOPLE represents a bold step for the Forest Service--a step beyond manipulating and managing natural resources, a step toward utilizing human resources to a greater degree in conducting our resource management work. While not a social program in the strictest sense, OUTDOOR PATTERNS FOR PEOPLE would add a new dimension to the scope of our work and interest.

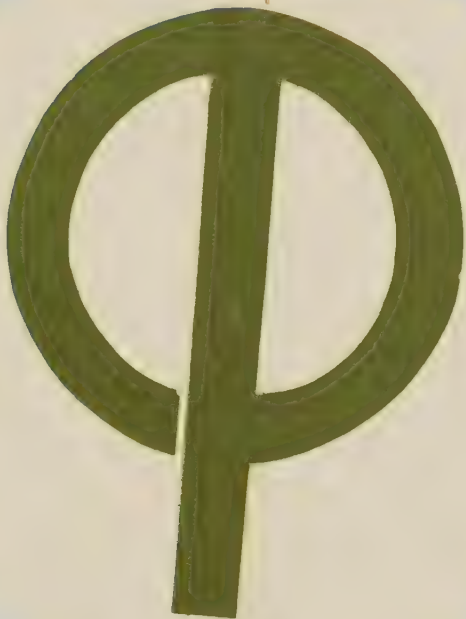
The benefits which can accrue from a program such as this are innumerable. The Forest Service would not only be winning friends and support for its programs, but it would simultaneously be awakening a heretofore apathetic public to the value of multiple use management. It would not be surprising to find, as a result of the PATTERNS program, that less litter is strewn in National Forest campgrounds, that vandalism decreases, that local citizen concern over forest management is more informed of and sympathetic to the aims of Forest Service management. Naturally these benefits would mean a great deal to the Forest Service, but they should not become the reasons for initiating the PATTERNS program. They should instead be viewed as fringe results of a well-managed program.

Our reason for initiating the PATTERNS program should stem from the great national need for this type of program and our willingness to help this country preserve and protect the quality of its environment. The Forest Service has achieved great success to date in restoring, reclaiming, and managing the land's resources. Our management practices have been lauded by professionals for decades. Now we have a new challenge to achieve even greater success by committing ourselves wholeheartedly to the concept of OUTDOOR PATTERNS FOR PEOPLE.

A Brief Summary of
OUTDOOR PATTERNS FOR PEOPLE

Today there is a great need to change the attitudes and action of both urban and rural Americans toward their environment. Through the pollution of water and air, the congestion and misuse of land, apathy, and increasing violence, Americans are slowly destroying their environment and, with it, their spirit. The public drastically needs the opportunity to enjoy a quality environment, to understand their relationship to their environment, and to work for its improvement and protection. There is particularly a strong need to reach those who have long been denied the opportunity of a decent environment and those who through poverty and age have never enjoyed a quality outdoor experience.

OUTDOOR PATTERNS FOR PEOPLE



FOREST SERVICE - USDA

Program designed to deal with these needs. It calls for the full resources of the Forest Service of wise use and management of our land. It recognizes a sixth resource with which we have not successfully carry out multiple-use planning. This resource has too long been denied as an outdoor recreation area. OUTDOOR PATTERNS FOR PEOPLE fills this gap and interest them in wise

based on three major activities: outdoor Recreation. The plan has been developed to operate independently, but for coordination with other programs. Also, if it is possible, it provides the flexibility and

any designated area should be set aside to operate the patterns program. The area should be large enough to accommodate large groups and numerous activities and to allow for the operation of a PATTERNS program on any National Forest. (1) the area should be large enough to accommodate large numbers of people and (2) the area should be large enough to allow for the operation of a PATTERNS program. If the area is large enough to allow for the operation of a PATTERNS program, naturally, there is no need to establish a PATTERNS area or program.

The objectives and activities for each of the phases of the PATTERNS program are briefly summarized below:

Environmental-Education: The emphasis of this phase is on the training of educators and leaders of youth and organized groups, particularly workers with inner city youth, the handicapped, and the elderly. At Instructional Resource Centers established on selected PATTERNS sites, these leaders would find the best available materials on natural resources and man's relationship and responsibility to them. Leaders would receive "customized," quality training in conducting outdoor experiences and in interpreting the total environment. Training would be geared to the needs of their particular groups. These centers would

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OUTDOOR PATTERNS FOR PEOPLE is a program designed to deal with these needs. Utilizing National Forest lands, it calls for the full resources of the Forest Service to help citizens realize the value of wise use and management of our natural resources. The PATTERNS program recognizes a sixth resource with which the Forest Service must work if it is to successfully carry out multiple-use management of its lands. The human resource has too long been denied as an integral part of our management procedures; OUTDOOR PATTERNS FOR PEOPLE fills this gap by proposing to educate Americans to and interest them in wise management.

The concept of OUTDOOR PATTERNS FOR PEOPLE is based on three major activities: Environmental Education, Interpretation, and Outdoor Recreation. The plan has been so conceived that each of these phases can operate independently, but for maximum results the three phases should operate coordinately. Also, if it is necessary to start on a limited basis, each phase provides the flexibility and diversity to be developed by stages.

For a successful PATTERNS program, a specially designated area should be set aside on each Forest which plans to initiate the patterns program. The area should be large enough to accommodate large groups and numerous activities and facilities. The criteria for establishing a PATTERNS program on any National Forest are (1) location and access to large numbers of people and (2) the expressed need and desire of nearby groups to enter this type of program. If groups do not wish to participate in this type of program, naturally, there is no need to establish a PATTERNS area or program.

The objectives and activities for each of the phases of the PATTERNS program are briefly summarized below:

Environmental-Education: The emphasis of this phase is on the training of educators and leaders of youth and organized groups, particularly workers with inner city youth, the handicapped, and the elderly. At Instructional Resource Centers established on selected PATTERNS sites, these leaders would find the best available materials on natural resources and man's relationship and responsibility to them. Leaders would receive "customized," quality training in conducting outdoor experiences and in interpreting the total environment. Training would be geared to the needs of their particular groups. These centers would

also be primary headquarters for coordinating training workshops, developing curricula and other teaching materials, providing Forest Service technical assistance to leaders, working with universities, and sponsoring and aiding in environmental education research.

Interpretation:

The interpretive phase calls for outstanding model interpretation and interpretive facilities dealing with environmental problems to train teachers, leaders, and Forest Service personnel in interpretive techniques. Major emphasis should be placed on relating the urban environment to the natural environment.

Outdoor Recreation:

The emphasis here is on providing outstanding facilities and recreation programs for PATTERNS participants to enjoy a quality outdoor experience. The PATTERNS plan calls for development of specialized areas for the handicapped, training for recreation workers, organized group camps, and recreation research.

In each of these phases primary emphasis is on inner city groups, the handicapped, the elderly, and school groups. However, this does not exclude participation and use by the general public. Use by groups would be, for the most part, on an advanced reservation basis.

The PATTERNS program may seem like an effort to be "all things to all people." Ideally, this is so. Realistically, however, the success of the program depends on the careful, discriminating selection of those groups which show the greatest need and desire for the PATTERNS program. The groups we would reach would, therefore vary from Forest to Forest. Without such selectivity, our efforts would obviously be too diffused to achieve meaningful results.

OUTDOOR PATTERNS FOR PEOPLE calls for extensive involvements of all Forest Service disciplines. From Watershed Management to State and Private Forestry to Research, the Forest Service must commit itself totally to the value of this program. In a sense, the PATTERNS program is charting a new direction for the Forest Service, a step beyond management of natural resources alone, a step toward utilizing and recognizing the human factors in resource management. Likewise the program calls for strong, extensive cooperation and coordination with other Government agencies, interested private organizations, and schools and colleges to bolster our efforts.

There is much to be gained from OUTDOOR PATTERNS FOR PEOPLE. The Forest Service can establish itself as an agency vitally concerned for America's future. Through environmental education of our citizens, the Service will, no doubt, win much support for its policies or, at the least, gain public understanding of our mission and goals. Most importantly, the program offers the Forest Service the challenge and the chance to contribute significantly, within the sphere of its influence and authority, to the elimination of some of our environmental and associated human problems.

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OUTDOOR PATTERNS FOR PEOPLE is a program designed to deal with these needs. Utilizing National Forest lands, it calls for the full resources of the Forest Service to help citizens realize the value of wise use and management of our natural resources. The PATTERNS program recognizes a sixth resource with which the Forest Service must work if it is to successfully carry out multiple-use management of its lands. The human resource has too long been denied as an integral part of our management procedures; OUTDOOR PATTERNS FOR PEOPLE fills this gap by proposing to educate Americans to and interest them in wise management.

The concept of OUTDOOR PATTERNS FOR PEOPLE is based on three major activities: Environmental Education, Interpretation, and Outdoor Recreation. The plan has been so conceived that each of these phases can operate independently, but for maximum results the three phases should operate coordinately. Also, if it is necessary to start on a limited basis, each phase provides the flexibility and diversity to be developed by stages.

For a successful PATTERNS program, a specially designated area should be set aside on each Forest which plans to initiate the patterns program. The area should be large enough to accommodate large groups and numerous activities and facilities. The criteria for establishing a PATTERNS program on any National Forest are (1) location and access to large numbers of people and (2) the expressed need and desire of nearby groups to enter this type of program. If groups do not wish to participate in this type of program, naturally, there is no need to establish a PATTERNS area or program.

The objectives and activities for each of the phases of the PATTERNS program are briefly summarized below:

Environmental-Education: The emphasis of this phase is on the training of educators and leaders of youth and organized groups, particularly workers with inner city youth, the handicapped, and the elderly. At Instructional Resource Centers established on selected PATTERNS sites, these leaders would find the best available materials on natural resources and man's relationship and responsibility to them. Leaders would receive "customized," quality training in conducting outdoor experiences and in interpreting the total environment. Training would be geared to the needs of their particular groups. These centers would

also be primary headquarters for coordinating training workshops, developing curricula and other teaching materials, providing Forest Service technical assistance to leaders, working with universities, and sponsoring and aiding in environmental education research.

Interpretation:

The interpretive phase calls for outstanding model interpretation and interpretive facilities dealing with environmental problems to train teachers, leaders, and Forest Service personnel in interpretive techniques. Major emphasis should be placed on relating the urban environment to the natural environment.

Outdoor Recreation:

The emphasis here is on providing outstanding facilities and recreation programs for PATTERNS participants to enjoy a quality outdoor experience. The PATTERNS plan calls for development of specialized areas for the handicapped, training for recreation workers, organized group camps, and recreation research.

In each of these phases primary emphasis is on inner city groups, the handicapped, the elderly, and school groups. However, this does not exclude participation and use by the general public. Use by groups would be, for the most part, on an advanced reservation basis.

The PATTERNS program may seem like an effort to be "all things to all people." Ideally, this is so. Realistically, however, the success of the program depends on the careful, discriminating selection of those groups which show the greatest need and desire for the PATTERNS program. The groups we would reach would, therefore vary from Forest to Forest. Without such selectivity, our efforts would obviously be too diffused to achieve meaningful results.

OUTDOOR PATTERNS FOR PEOPLE calls for extensive involvements of all Forest Service disciplines. From Watershed Management to State and Private Forestry to Research, the Forest Service must commit itself totally to the value of this program. In a sense, the PATTERNS program is charting a new direction for the Forest Service, a step beyond management of natural resources alone, a step toward utilizing and recognizing the human factors in resource management. Likewise the program calls for strong, extensive cooperation and coordination with other Government agencies, interested private organizations, and schools and colleges to bolster our efforts.

There is much to be gained from OUTDOOR PATTERNS FOR PEOPLE. The Forest Service can establish itself as an agency vitally concerned for America's future. Through environmental education of our citizens, the Service will, no doubt, win much support for its policies or, at the least, gain public understanding of our mission and goals. Most importantly, the program offers the Forest Service the challenge and the chance to contribute significantly, within the sphere of its influence and authority, to the elimination of some of our environmental and associated human problems.



